Campus Improvement Plan
2024 - 2025

Sam Houston High School

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Vision, Mission, Core Values, and Core Beliefs

VISION
Our primary purpose of improving lives through a quality education is driven by an unrelenting determination to graduate all our students and prepare them for success in higher education. Our ideology is reflected in our fundamental beliefs, commitments, and core values that guide us in our daily practices.

MISSION
To transform SAISD into a national model urban school district where every child graduates and is educated so that he or she is prepared to be a contributing member of the community.

CORE VALUES
Student Centered
High Expectations
Commitment
Passion
Integrity
Respect
Teamwork

CORE BELIEFS
Every student can learn and achieve at high levels.
We are responsible for the education and safety of every student.
We are responsible for the efficient and effective operation of the school system.
Everyone should be treated with respect.
People support what they help create.

SAISD District and Campus Goals

SAISD 5 Year Board Goals

Improve Reading and Writing Outcomes for all Students - We will increase the percentage of all students who are Meets grade level in reading across all grades from 35% in August 2022, to 50% in August 2027.

Improve Math Outcomes for Black Students - We will increase the percentage of Black students who are Meets grade level in math across all grades from 16% in August 2022, to 50% in August 2027.

Improve College Readiness for Students with Disabilities - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from 4% in August 2022, to 30% in August 2027.

Improve Social Emotional Readiness in all Students - We will increase by 25% the percentage of all students who meet the "to be determined" SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

SAISD 2024-2025 Board Goals

Improve Reading and Writing Outcomes for all Students - We will increase the percentage of all students who are Meets grade level in reading across all grades from _____ in August 2024, to ___ in August 2025.

Improve Math Outcomes for Black Students - We will increase the percentage of Black students who are Meets grade level in math across all grades from _____ in August 2024, to ___ in August 2025.

Improve College Readiness for Students with Disabilities - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from _____ in August 2024, to ___ in August 2025.

Improve Social Emotional Readiness in all Students - We will increase by 25% the percentage of all students who meet the "to be determined" SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

SAISD 2024-2025 Campus Goals

Improve Reading and Writing Outcomes for all Students - We will increase the percentage of all students who are Meets grade level in reading across all grades from _____ in August 2024, to ___ in August 2025.

Improve Math Outcomes for Black Students - We will increase the percentage of Black students who are Meets grade level in math across all grades from _____ in August 2024, to ___ in August 2025.

Improve College Readiness for Students with Disabilities - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from _____ in 2024, to ___ in August 2025.

Improve Social Emotional Readiness in all Students - We will increase by 25% the percentage of all students who meet the "to be determined" SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment Process

Comprehensive Needs Assessment Process

The Campus Advisory Council (CAC) periodically meets to conduct a Comprehensive Needs Assessment, review and revise the improvement plan, and monitor the implementation of the plan. The CAC during the Comprehensive Needs Assessment takes into account information on academic achievement of children in relation to the

CNA Meeting Dates	Meeting Topics and Actions
Meeting #1 - May 13, 2024	Meeting Agenda and Minutes CNA Development Sign In Sheet
Meeting #2 - May 28, 2024	CIP Development Sign In Sheet Meeting Agenda and Minutes
Meeting #3 - August 27, 2024	CIP/CNA Review and Revise Meeting Agenda and Minutes CIP/CNA Review and Revise Sign In Sheet

How was the CIP summative evaluation from the previous year used to determine effectiveness and inform decisions for the current year?

The CIP Summative Evaluation was used to show us the effectiveness and implementation of the strategies used to address the identified problem statements and root causes in the current CIP, which we have identified are still areas of concern. The evaluation also determined that in our areas of processes and procedures, student learning, demographics, and perceptions require further refinement of our performance objectives and strategies. We observed improvements in our End-of-Course (EOC) scores across all areas and successfully increased our College, Career, and Military Readiness (CCMR) rating to 96%. These results demonstrate that we are making substantial progress toward improvement.

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment Process - Data Sources

Comprehensive Needs Assessment Process

For each of the multiple measure, place an "X" in the cell next to a source if you used it during the data analysis phase. See Page 11 in the manual for more information.

Demographics

At-Risk Rates (Branching Minds)		Student Graduation/Promotion Rate		Bilingual Service Records		Anecdotal data from programs	
STAAR Domain 3 Data	X	GT Service Records		Classroom Observation Data		EOY Assessment Data	X
Special Education Service Records		PEIMS Standard Reports		CTE Enrollment		Anecdotal data from T-TESS	
Student Attendance Records	X	Teacher Attendance Records		Other (Indicate to the Right)			

Student Learning

STAAR/EOC Results	X	Local Benchmark Results		State Interim Results		MAP Data	
CIRCLE Data		CBA and Local Formative Results		PSAT/SAT/ACT/TCSI scores		IB/DC/AP Scores	
Branching Minds Interventions		Student Retention Rates	X	CTE Enrollment	X	Semester Exam	
Other (Indicate to the Right)		Quarterly Averages		Other (Indicate to the Right)			

Processes and Programs

Observational Data	X	Sign-Ins / Minutes	X	Calendar of Events		RDA (PBMAS) Reports	
Tutoring/Enrichment Opportunities		MTSS Data		Branching Minds		Feedback Given To Teachers	
Coaching Cycle		SEAD Activities & Effectiveness		Effectiveness of Restorative Practices		Rhythm Data	
App usage dashboard		SKEW Data		Out of class routines		T-TESS Data	
Other (Indicate to the Right)				Other (Indicate to the Right)			

Perceptions

Teacher/Staff Surveys	X	Parent/Student Surveys	X	Classroom Observations		Parental Involvement Data	
Parent Volunteers		Calendar of Parent Engagement		Feedback to Teachers		Mission, Values, and Vision	
Other (Indicate to the Right)				Other (Indicate to the Right)			

Assessment - Demographics

Demographics (Minimum 2 Areas)		
Area Examined		**Problem Statements and Root Causes**
Student Attendance	PS DE-1	According to the district dashboard ADA attendance report 50% of our students had 10 or more absences. Last year 64% of studetns had 10 or more absences. We would like to continue our efforts with the incentives and have them more frequently to reduce the number of students with excessive absences.
	RC DE-1	While the current incentive programs have had a positive impact, the reduction in absenteeism needs to be accelerated to achieve better outcomes. The high percentage of students with excessive absences remains a significant concern that requires immediate and sustained action. (ESF 1.3).
Student Attendance	PS DE-2	Sam Houston High School has the lowest attendance rate in the district, currently standing at 76%. With our freshman students having a 71.4% attendance rate.
	RC DE-2	The low attendance rate among freshmen at Sam Houston High School indicates a lack of understanding or motivation regarding the importance of regular attendance. This early struggle with attendance can have long-term academic consequences, affecting students' ability to earn credits and advance to higher grade levels on time (ESF 1.3)
Teacher Experience	PS DE-3	According to the 2022-23 TAPR, The distribution of teachers at Sam Houston shows that most teachers have 1-10 years of experience (55.1%), but there is a lack of teachers with more than ten years of experience. Most teachers have 1-5 years of experience (29%), while those with over 30 years of experience represent the smallest group (1.5%). This could lead to difficulties with mentoring, knowledge transfer, and maintaining consistency
	RC DE-3	Sam Houston has difficulties in retaining teachers after they reach the 6-10 year mark, leading to a drop-off in more experienced educators who typically offer stability and mentorship at the campus.
Choose One	PS DE-4	
	RC DE-4	

Comprehensive Need

Strengths & Areas for Improvement Based on your Data Analysis

Chronic absenteeism 2023-2024 -

Tier	Range	# of students	% of students
4	0-59%	141	17%
3	60-69%	63	.08%
2	70-79%	97	12%
1	80-89%	203	25%

Roughly 50% of our students have 10 or more absences. Last year 64% of students had 10 or more absences. The decrease can be attributed to incentives, home visits, and attendance committee efforts.

Students with chronic absenteeism tend to have a pattern. They have chronic absences in elementary, middle school and now high school. Next year we need to focus on the students that have 10 or fewer absences. We also need to make sure that absences are documented correctly to make sure data is correct.

ADA- 10:00 attendance. Sam Houston is at 76% and remains the lowest in the district.

Attendance 2023-2024
9th 71.4%
10th 76.6%
11th 80.8%
12th 82.3%

Freshman continue to struggle with attendance. As the years progress they come to understand that attendance is in fact important as it plays a significant factor in obtaining credit and being classified as a sophomore, junior, senior.

It was suggested that we offer something early when students are freshman so that they understand how attendance contributes to earning credit. (Fish Camp)

Comprehensive Needs Assessment - Student Learning

		Student Learning (Minimum 2 Areas)	
Area Examined		**Problem Statements and Root Causes**	
EOY Assessment Outcomes	**PS SL-1**	According to the TELPAS Summary Report, we earned five out of 10 possible TELPAS points.	
	RC SL-1	Teachers may lack adequate training in strategies specifically designed to support English language learners and to prepare students for success on the TELPAS. (ESF 4.1)	
Grade Level Readiness	**PS SL-2**	Algebra I STAAR test scores 57% approaches, 12% Meets, 5% Masters. English I STAAR scores 37% Approaches, 18% Meets and 0% Masters and English II STAAR Scores 45% Approaches, 28% Meets and 2% Masters. Test scores were approximately 15% below district average	
	RC SL-2	The current STAAR test scores for Algebra I, English I, and English II are significantly below the district average, indicating a need for improved instructional strategies and support systems to enhance student performance. The particularly low performance in English I and the lack of students achieving the "Masters" level across subjects underscore the urgency of addressing these academic challenges. (ESF 4.1 & ESF 5.3).	
Grade Level Readiness	**PS SL-3**	Science test scores approaches 73%, Meets 24% and Masters 3%. Social Studies test scores approaches 88%, Meets 40% and Masters 10%. That is 11% below district for Biology and 3% below the district average scores for US History.	
	RC SL-3	The current test scores for Biology and US History are below the district average, indicating a need for improved instructional strategies and support systems to enhance student performance. The particularly low performance in Biology at the "Meets" and "Masters" levels underscores the urgency of addressing these academic challenges. (ESF 4.1 & ESF 5.3).	
Grade Level Readiness	**PS SL- 4**	At Sam Houston, 18% of African American students scored at the Meets level in English Language Arts (ELA), and 18% scored at the Meets level in Algebra I. This is in comparison to the African American students in the district, where 38% scored at the Meets level in ELA and 25% in Algebra I.	
	RC SL-4	As a campus, teachers are not consistently using instructional practices that promote critical thinking and differentiation for our African American students. (ESF 5.1)	
CCMR Certifications	**PS SL- 5**	While 95% of our 2023-2024 seniors achieved College, Career, and Military Readiness (CCMR) by the end of their senior year, this leaves 5% of students unprepared for post-secondary success.	
	RC SL-5	Despite 95% of our 2023-2024 seniors attaining College, Career, and Military Readiness (CCMR) by the end of their senior year, there remains a critical need to address the 5% who did not reach this milestone. This gap indicates underlying issues that need to be identified and resolved to ensure that all students are adequately prepared for post-secondary success. The challenge is to analyze and understand the barriers faced by these students and to develop targeted interventions and support systems that will help every student achieve CCMR by the end of their senior year.	

Comprehensiv	Strengths & Areas for Improvement Based on your Data Analysis	Based on our data analysis TELPAS- Received 5 out 10 points Members were asked how they felt we faired on providing differentiated learning experiences. Committee feels that resources for our EB students need to be pushed out sooner. EOC 2023 2024 A ME MA A ME MA E1 41% 21% 1% 37% 18% 0% E2 39% 21% 0% 45% 28% 2% A1 47% 10% 2% 57% 12% 5% Bio 70% 18% 3% 73% 24% 3% USH 82% 31% 12% 88% 40% 10% EOC Data- Goal 3% increase in Meets & Masters in ENG & Alg I E1- Approaches, Meets, & Masters (dropped in all areas)-did not meet 3% goal (low across the state) E2- Approaches (+), Meets (+), Masters (+)-met target in Approaches and Meets. Missed Masters by 1%. Alg 1- Approaches (+), Meets (+), Masters (+) we were above a few campuses this year We will not be IR going into next year.

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment
The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.

Comprehensive Needs Assessment - Processes & Programs

Processes & Programs (Minimum 2 Areas)

Area Examined		Problem Statements and Root Causes
Teacher PD	PS PP-1	Students have not been provided the opportunity to experience differentiated learning experiences, progress monitoring and a variety of digital resources as seen in the Learning environment data (3.9%) in the Insight Survey.
	RC PP-1	This lack of personalized learning experiences limits student engagement, inhibits academic growth, and fails to meet the diverse learning needs of all students. Addressing this gap is critical to ensuring that all students receive the support they need to succeed. (ESF 3.1).
Behavioral / SEAD Needs	PS PP-2	There has been an overall increase in discipline referrals between the year 2022-2023 and the 23-24 school from 260 to 492 in Frontline.
	RC PP-2	The increase in discipline referrals from 260 in the 2022-2023 school year to 492 in the 2023-2024 school year represents a substantial 89% rise. This surge in disciplinary issues disrupts the learning environment, strains school resources, and negatively impacts student and staff morale. Addressing this problem is critical to maintaining a safe and conducive learning environment (ESF 3.1).
Choose One	PS PP-3	
	RC PP-3	
Choose One	PS PP-4	
	RC PP-4	
Strengths & Areas for Improvement Based on your Data Analysis		The objective was to decrease student discipline referrals by 20%. Data shows that referrals increased from 260 referrals in 2023 to 492 in 2024. Committee suggested restorative practices, hosting fish camp for students and parents to share expectations, and consistency across the board.

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment
The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.

Comprehensive Needs Assessment - Perceptions

		Perceptions (Minimum 2 Areas)
Area Examined		**Problem Statements and Root Causes**
Parent Engagement Attendance	**PS PE-1**	Parent engagement and school event attendance have consistently been low, negatively impacting student achievement, community involvement, and overall school climate. Approximately 5-7 parents attend academic nights, while campus and sporting events attract 50-75 parents on average.
	RC PE-1	Parents may not be receiving timely or effective communication about school events and opportunities for engagement, leading to low awareness and participation. (ESF 3.4)
Parent Survey Results	**PS PE-2**	According to our Family-School Relationships Survey (2023), 68% of families report that their child feels unsafe at school. This high percentage reflects a significant concern regarding the overall safety and security of our school environment, which could negatively impact student well-being, attendance, and academic performance.
	RC PE-2	Incidents of bullying, both in-person and online, are prevalent and not adequately addressed, contributing to a perception of unsafety.
Services Support	**PS PE-3**	55% of our seniors for the class of 2025 achieved an industry based certification
	RC PE-3	Campus needs to develop a comprehensive tracking system to target students in CTE programs to help them gain the necessary skills and knowledge required for obtaining industry-based certifications.
	PS PE-4	
	RC PE-4	
Strengths & Areas for Improvement Based on your Data Analysis		Sam Houston continues to see low turnout for campus events that are centered around academics. We would like to focus our performance objectives on ways to increase attendance at parent meetings and training, and increase perception of overall student safety and emotional well being.

2.1 - Campus Improvement Plan (CIP)
The CAC will create Demographics Performance Objectives based on Problem Statements and Strategies based on Root Causes

Plan for Improvement – Demographics

GPS	Board Goal	Performance Objective	Strategy	Monitor(s)	Fund /Purchase/ Amount
DE-1	4	By the end of the 2024-2025 school year, the campus will reduce the rate of chronic absenteeism by 10% as measured by the number of students with more than 10 unexcused absences, and increase the overall student attendance rate by 5% compared to the previous year's data.	Develop and implement a follow-up system that combines proactive communication, support, and data analysis to address chronic student absenteeism and promote regular attendance.	Principal, Assistant Principals, Attendance Committee	
	PS #	Quarterly KPIs	By the end of the first quarter, the campus will establish a system to communicate to parents and provide support for students with chronic absenteeism to promote regular attendance.		
			By the end of the second quarter, chronic student absenteeism will decrease by 5%.		
	DE-1		By the end of the third quarter, chronic student absenteeism will decrease by 8%		
			By the end of the fourth quarter, chronic student absenteeism will decrease by 10%.		
DE-2	4	By the end of the 2024-2025 school year, the campus will increase the average student attendance rate by 10% compared to the previous year.	To address the issue of low attendance, we will implement a comprehensive strategy that focuses on enhancing the campus experience, fostering a sense of community, and providing valuable incentives for active participation and attendance.	Attendance Committee, Attendance Clerk	
	PS #	Quarterly KPIs	By the end of the first quarter, all staff members will be trained on the campus attendance plan, which includes incentives and interventions to support students with chronic absenteeism and promote regular attendance.		
			By the end of the second quarter, we aim to decrease chronic student absenteeism by 5%		
	DE-2		By the end of the third quarter, we aim to decrease chronic student absenteeism by 8%		
			By the end of the fourth quarter, our goal is to decrease chronic student absenteeism by 10%.		
DE-3	4	By the end of the year, the campus will increase the retention of teachers with 6-10 years of experience by 5%, thereby reducing turnover and ensuring a more balanced distribution of teacher experience levels	Develop a mentorship program where teachers with 6-10 years of experience are given opportunities to mentor beginning and 1st year teachers. This provides mid-career teachers with leadership roles and a sense of purpose while helping newer teachers grow.	Teachers, Assistant Principals, Academic Deans	
	PS #	Quarterly KPIs	By the end of the frist quarter, all new teachers will be paired with a mentor teacher		
			By the end of the second quarter, the mentors will fous on developing instructional skilsl and reflecting on experiences in the classroom.		
	DE-3		By the end of the third quarter, mentors will support new teachers in mastering advanced instructional strategies and leadership opportunites within their classroom and the school		
			By the end of the fourth quarter, the mentors and new teaches will conduct a comprehensive reflection, reviewing progress towards goals and indetifying key lessons learned.		
DE-4		By the end of the year,			
	PS #	Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		

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GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-1	1,2	By the end of the 2024-2025 school year, increase our TELPAS score from five to eight out of 10 possible points, ensuring that a greater proportion of EB students are making progress in their English language proficiency.	The campus will implement targeted strategies to improve our TELPAS outcomes and ensure all EB students are making adequate progress in their language acquisition.	Admin Team Academic deans Teachers	211 Supplies: $2,000
	PS #	**Quarterly KPIs**	By the end of the first quarter, 100% of teachers will be provide targeted professional development for all teachers on best practices for supporting EB students' language acquisition, focusing on TELPAS-aligned strategies, language differentiation, and integration of language skills across content areas.		
			By the end of the second quarter, admin and academic deans will conduct regular classroom observations with a focus on language development strategies and provide actionable feedback to teachers on how to better support EB students in acquiring English proficiency.		
	SL-1		By the end of the third quarter, based on mid-year data, teachers will provide targeted interventions for students who are still not making sufficient progress in specific language domains. These interventions should be tailored to address students' individual needs.		
			By the end of the fourth quarter, the campus will analyze the TELPAS results to determine the extent of progress made, identifying areas of strength and areas still needing improvement. Compare these results to the previous year's outcomes to measure growth.		
SL-2	1,2	By the end of the year, there will be a 3% increase in students at the Meets or Masters on 2025 ELA and Algebra I EOC.	To enhance instructional effectiveness in Algebra I and ELA classrooms, teachers will integrate high-impact teaching strategies, including QSSR, RACE Writing strategy and Kagan strategies. The focus will be on: note-taking, graphich organizers, strudent tracking, and targeted checking for understanding. This strategy aims to optimize teaching practices, ensuring that all students recieve tailored support to achieve academic success and increase student discourse	Admin Team Academic deans Math and ELA teachers Department Chairs	211 Supplies: $8,000
	PS #	**Quarterly KPIs**	By the end of the first quarter, 100% of Algebra I and ELA teachers will analyze previous STAAR results and current assessment data to identify student groups who are struggling the most. Create targeted intervention groups based on performance levels (Approaches, Meets, Masters).		
			By the end of the second quarter, the teachers will Increase the level of rigor in daily instruction by incorporating TFAR questions and activities into regular lessons, ensuring that all students are exposed to higher-order thinking tasks.		
	SL-2		By the end of the third quarter, teachers will implement tiered interventions based on ongoing assessment data, with the most intensive support going to students in the lowest performance brackets. Utilize small-group instruction and one-on-one tutoring as needed.		
			By the end of the fourth quarter, there will be a 3% increase in Meets and Masters on 2024 Algebra I & ELA STAAR.		
SL-3	1	By the end of the year, there will be a 3% increase in students at the Meets or Masters on 2025 Biology & US History EOC.	To enhance instructional effectiveness in Biology and US History classrooms, teachers will integrate high-impact teaching strategies, RACE Writing strategy and Kagan strategies. The focus will be on: note-taking, graphich organizers, strudent tracking, and targeted checking for understanding. This strategy aims to optimize teaching practices, ensuring that all students recieve tailored support to achieve academic success and increase student discourse.	Admin Team Academic deans Science and Social Studies Teachers Department Chairs	211 Supplies: $8,000 164 Supplies: $2,000
	PS #	**Quarterly KPIs**	By the end of the first quarter, 100% of Biology and US History teachers will analyze previous STAAR results and current assessment data to identify student groups who are struggling the most. Create targeted intervention groups based on performance levels (Approaches, Meets, Masters).		
			By the end of the second quarter, the teachers will Increase the level of rigor in daily instruction by incorporating TFAR questions and activities into regular lessons, ensuring that all students are exposed to higher-order thinking tasks.		
	SL-3		By the end of the third quarter, teachers will implement tiered interventions based on ongoing assessment data, with the most intensive support going to students in the lowest performance brackets. Utilize small-group instruction and one-on-one tutoring as needed.		
			By the end of the fourth quarter, there will be a 3% increase in Meets and Masters on 2024 Biology & US History EOC.		
SL-4	2	By the end of the year, there will be a 3% increase in African American students who achieve Meets or Masters on 2025 Algebra I & English I EOC	Provide ongoing training and support for teachers to enhance their instructional methods, focusing on differentiated instruction techniques that identify gaps and promote critical thinking for African American students.	Admin Team Academic deans Teachers	211 Supplies: $8,000
	PS #	**Quarterly KPIs**	By the end of the first quarter, 100% of teachers will have been trained on how to promote culturally responsive teaching methods, ensuring they understand the cultural backgrounds of their students.		
			By the end of the second quarter, 50% of teachers will implement strategies and assessments aligned to identified gaps and promote critical thinking strategies for African American students		
	SL-4		By the end of the third quarter, 70% of teachers will implement strategies and assessments aligned to identified gaps and promote critical thinking strategies for African American students		
			By the end of the fourth quarter, there will be a 3% increase of the African American students who achieve meets or masters on Algebra I & English I		

Plan for Improvement – Student Learning

SL-5		3	By the end of the 2024-2025 school year, increase the percentage of seniors achieving College, Career, and Military Readiness from 95% to 97%, ensuring that every senior is prepared for their post-secondary path.	The campus will create a CCMR tracker and individualized action plans for each senior, outlining specific steps needed to meet CCMR criteria, such as enrolling in dual credit courses, completing certification programs, or preparing for military enlistment.	Admin Team Academic deans Teachers CCMR Coordinator C3 Coach Counselors	211 Supplies: $8,000
	PS #		**Quarterly KPIs**	By the end Quarter 1 100% of teachers will be trained on the components of College, Career, and Military Readiness.		
				By the end of Quarter 2 50% of our seniors will have achieved CCMR status,		
	SL-5			By the end of Quarter 3 70% of our students will have achieved CCMR status		
				By the end of the year 97% of our students will have achieved CCMR status		

Plan for Improvement – Processes & Programs

2.1 - Campus Improvement Plan (CIP)
The CAC will create Processes & Programs Performance Objectives based on Problem Statements and Strategies based on Root Causes

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PP-1	3	By the end of the year, the campus will increase the percentage of students who report access to differentiated learning experiences by 50%.	The campus will develop a comprehensive plan to provide students with diverse and personalized learning experiences. This includes tailoring instructional content and approaches to meet individual learning styles and needs.	Admin Team	
	PS #	Quarterly KPIs	By the end of the first quarter, 100% of teachers will receive training on learning strategies, including how to differentiate instruction and implement flexible grouping.		
			By the end of the second quarter, 100% of teachers will implement a system for collecting and analyzing student performance data regularly, using this data to inform instructional decisions and create personalized learning plans for students who need additional support or enrichment.		
	PP-1		By the end of the third quarter, all teaches will Increase the frequency of progress monitoring to ensure that personalized learning plans are effectively addressing student needs. Adjust plans as necessary based on student data and feedback.		
			By the end of the fourth quarter, 100% of teachers will implement differentiated strategies to meet the needs of diverse learners.		
PP-2	4	By the end of the year, there will be a 20% decrease in student referrals entered in Frontline.	The campus will implement a school-wide Positive Behavioral Interventions and Supports (PBIS) initiative to improve students' social, emotional, behavioral, and academic outcomes.	Admin Team PBIS Team Teachers	
	PS #	Quarterly KPIs	By the end of the first quarter, the campus will have implemented a school wide behavioral intervention system to improve student behavioral outcomes		
			By the end of the second quarter, student referrals entered in Frontline will decrease by to 10%		
	PP-2		By the end of the third quarter, student referrals entered in Frontline will decrease by 17%		
			By the end of the fourth quarter, there will be a decrease of 20% of student referrals entered in Frontline.		
PP-3		By the end of the year,			
	PS #	Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		
PP-4		By the end of the year,			
	PS #	Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		

2.1 - Campus Improvement Plan (CIP)
The CAC will create **Perceptions** Performance Objectives based on Problem Statements and Strategies based on Root Causes

Plan for Improvement – Perceptions

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PE-1	4	By the end of the year, increase attendance at parent meetings and trainings by 10% as indicated by sign-in sheets and parent surveys.	Offer multiple times for meetings/trainings, academic nights, and parent conferences, including virtual options, to accommodate parents with varying work schedules and transportation challenges.	Admin Team FACE Specialist CAC Members Teachers	211 Supplies: $2869.00 211 Refreshments: $2,869.00
	PS #	**Quarterly KPIs**	By the end of the first quarter, the campus will have identified family engagement needs and establish a system of communication to promote PD sessions		
			By the end of the second quarter, attendance at campus events will increase to 5%		
	PE-1		By the end of the third quarter, attendance at campus events will increase to 8%		
			By the end of the fourth quarter, there will be an increase of 10% in attendance at parent meetings.		
PE-2	4	By the end of the year, the campus will reduce the percentage of families reporting that their child feels unsafe at school from 68% to 25% or lower, as measured by the Family-School Relationships Survey.	Build a foundation for safety initiatives and create immediate impact clear pathway to improving school safety by addressing both the immediate concerns and long-term strategies for sustainability.	PBIS Team Teachers Admin Team Academic Dean	211 Supplies: $2869.00 211 Refreshments: $2,869.00
	PS #	**Quarterly KPIs**	By the end of the first quarter, the campus will provide a clear reporting mechanisms, and ensure a rapid response protocol.		
			By the end of the second quarter, the campus will host a safety training to educate students and families on safety protocols, conflict resolution, and personal safety strategies.		
	PE-2		By the end of the third quarter, the campus will review incident reports, student surveys, and feedback to measure progress and adjust strategies as needed.		
			By the end of the fourth quarter, the campus will re-administer the Family-School Relationships Survey to assess progress and compare results with baseline data.		
PE-3	3	By the end of the year, the campus will increase the number of students obtaining industry-based certifications in CTE programs by 10%.	Provide students with target instruction through small group sessions before school, afterschool, and on Saturdays.	CATE Teachers Admin Team Counselors C3 Coach CCMR Coordinator	481 Supplies and Materials: $12,000.00 211 Supplies and Materials $6,000
	PS #	**Quarterly KPIs**	By the end of the first quarter, he campus will increase the number of students obtaining industry-based certifications by 3%		
			By the end of the second quarter, the campus will increase the number of students obtaining industry-based certifications by 5%		
	PE-3		By the end of the third quarter, the campus will increase the number of students obtaining industry-based certifications by 8%		
			By the end of the fourth quarter, there will be an increase of 10% of students obtaining industry-based certifications.		
PE-4		By the end of the year,			
	PS #	**Quarterly KPIs**	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		

First Quarterly Review

2.2 – First Quarterly Review Meeting
The CAC will use artifacts and data to check KPI progression for all strategies.

DEMOGRAPHICS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
DE-1	By the end of the first quarter, the campus will establish a system to communicate to parents and provide support for students with chronic absenteeism to promote regular attendance.	Choose One	
DE-2	By the end of the first quarter, all staff members will be trained on the campus attendance plan, which includes incentives and interventions to support students with chronic absenteeism and promote regular attendance.	Choose One	
DE-3	By the end of the frist quarter, all new teachers will be paired with a mentor teacher	Choose One	
DE-4	By the end of the first quarter,	Choose One	

STUDENT LEARNING

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
SL-1	By the end of the first quarter, 100% of teachers will be provide targeted professional development for all teachers on best practices for supporting EB	Choose One	
SL-2	By the end of the first quarter, 100% of Algebra I and ELA teachers will analyze previous STAAR results and current assessment data to identify student groups who are struggling the most. Create targeted intervention groups based on	Choose One	
SL-3	By the end of the first quarter, 100% of Biology and US History teachers will analyze previous STAAR results and current assessment data to identify student groups who are struggling the most. Create targeted intervention groups based on performance levels (Approaches, Meets, Masters).	Choose One	
SL-4	By the end of the first quarter, 100% of teachers will have been trained on how to promote culturally responsive teaching methods, ensuring they understand the cultural backgrounds of their students.	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PP-1	By the end of the first quarter, 100% of teachers will receive training on learning strategies, including how to differentiate instruction and implement flexible grouping.	Choose One	
PP-2	By the end of the first quarter, the campus will have implemented a school wide behavioral intervention system to improve student behavioral outcomes	Choose One	
PP-3	By the end of the first quarter,	Choose One	
PP-4	By the end of the first quarter,	Choose One	

PERCEPTIONS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PE-1	By the end of the first quarter, the campus will have identified family engagement needs and establish a system of communication to promote PD sessions	Choose One	
PE-2	By the end of the first quarter, the campus will provide a clear reporting mechanisms, and ensure a rapid response protocol.	Choose One	
PE-3	By the end of the first quarter, he campus will increase the number of students obtaining industry-based certifications by 3%	Choose One	
PE-4	By the end of the first quarter,	Choose One	

2.2 – Second Quarterly Review Meeting
The CAC will use artifacts and data to check KPI progression for all strategies.

Second Quarterly Review

DEMOGRAPHICS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
DE-1	By the end of the second quarter, chronic student absenteeism will decrease by 5%	Choose One	
DE-2	By the end of the second quarter, we aim to decrease chronic student absenteeism by 5%	Choose One	
DE-3	By the end of the second quarter, the mentors will fous on developing instructional skilsl and reflecting on experiences in the classroom	Choose One	
DE-4	By the end of the second quarter,	Choose One	

STUDENT LEARNING

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
SL-1	By the end of the second quarter, admin and academic deans will conduct regular classroom observations with a focus on language development strategies and	Choose One	
SL-2	By the end of the second quarter, the teachers will Increase the level of rigor in daily instruction by incorporating TEAR questions and activities into regular	Choose One	
SL-3	By the end of the second quarter, the teachers will Increase the level of rigor in daily instruction by incorporating TEAR questions and activities into regular	Choose One	
SL-4	By the end of the second quarter, 50% of teachers will implement strategies and assessments aligned to identified gaps and promote critical thinking strategies for	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
PP-1	By the end of the second quarter, 100% of teachers will implement a system for collecting and analyzing student performance data regularly, using this data to	Choose One	
PP-2	By the end of the second quarter, student referrals entered in Frontline will decrease by to 10%	Choose One	
PP-3	By the end of the second quarter,	Choose One	
PP-4	By the end of the second quarter,	Choose One	

PERCEPTIONS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
PE-1	By the end of the second quarter, attendance at campus events will increase to 5%	Choose One	
PE-2	By the end of the second quarter, the campus will host a safety training to educate students and families on safety protocols, conflict resolution, and personal safety	Choose One	
PE-3	By the end of the second quarter, the campus will increase the number of students obtaining industry-based certifications by 5%	Choose One	
PE-4	By the end of the second quarter,	Choose One	

2.2 – Third Quarterly Review Meeting
The CAC will use artifacts and data to check KPI progression for all strategies.

Third Quarterly Review

DEMOGRAPHICS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
DE-1	By the end of the third quarter, chronic student absenteeism will decrease by 8%	Choose One	
DE-2	By the end of the third quarter, we aim to decrease chronic student absenteeism by 8%	Choose One	
DE-3	By the end of the third quarter, mentors will support new teachers in mastering advanced instructional strategies and leadership opportunites within their classroom and the school	Choose One	
DE-4	By the end of the third quarter,	Choose One	

STUDENT LEARNING

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
SL-1	By the end of the third quarter, based on mid-year data, teachers will provide targeted interventions for students who are still not making sufficient progress in specific language domains. These interventions should be tailored to address students' individual needs.	Choose One	
SL-2	By the end of the third quarter, teachers will implement tiered interventions based on ongoing assessment data, with the most intensive support going to students in the lowest performance brackets. Utilize small-group instruction and one-on-one tutoring as needed.	Choose One	
SL-3	By the end of the third quarter, teachers will implement tiered interventions based on ongoing assessment data, with the most intensive support going to students in the lowest performance brackets. Utilize small-group instruction and one-on-one tutoring as needed.	Choose One	
SL-4	By the end of the third quarter, 70% of teachers will implement strategies and assessments aligned to identified gaps and promote critical thinking strategies for African American students	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
PP-1	By the end of the third quarter, all teaches will Increase the frequency of progress monitoring to ensure that personalized learning plans are effectively addressing student needs. Adjust plans as necessary based on student data and feedback.	Choose One	
PP-2	By the end of the third quarter, student referrals entered in Frontline will decrease by 17%	Choose One	
PP-3	By the end of the third quarter,	Choose One	
PP-4	By the end of the third quarter,	Choose One	

PERCEPTIONS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
PE-1	By the end of the third quarter, attendance at campus events will increase to 8%	Choose One	
PE-2	By the end of the third quarter, the campus will review incident reports, student surveys, and feedback to measure progress and adjust strategies as needed.	Choose One	
PE-3	By the end of the third quarter, the campus will increase the number of students obtaining industry-based certifications by 8%	Choose One	
PE-4	By the end of the third quarter,	Choose One	

Fourth Quarterly Review

2.2 – Fourth Quarterly Review Meeting
The CAC will use artifacts and data to check KPI progression for all strategies.

DEMOGRAPHICS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
DE-1	By the end of the fourth quarter, chronic student absenteeism will decrease by 10%	Choose One	
DE-2	By the end of the fourth quarter, our goal is to decrease chronic student absenteeism by 10%	Choose One	
DE-3	By the end of the fourth quarter, the mentors and new teaches will conduct a comprehensive reflection, reviewing progress towards goals and indetifying key	Choose One	
DE-4	By the end of the fourth quarter,	Choose One	

STUDENT LEARNING

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
SL-1	By the end of the fourth quarter, the campus will analyze the TELPAS results to determine the extent of progress made, identifying areas of strength and areas still	Choose One	
SL-2	By the end of the fourth quarter, there will be a 3% increase in Meets and Masters on 2024 Algebra I & ELA STAAR	Choose One	
SL-3	By the end of the fourth quarter, there will be a 3% increase in Meets and Masters on 2024 Biology & US History EOC	Choose One	
SL-4	By the end of the fourth quarter, there will be a 3% increase of the African American students who achieve meets or masters on Algebra I & English I	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
PP-1	By the end of the fourth quarter, 100% of teachers will implement differentiated strategies to meet the needs of diverse learners	Choose One	
PP-2	By the end of the fourth quarter, there will be a decrease of 20% of student referrals entered in Frontline	Choose One	
PP-3	By the end of the fourth quarter,	Choose One	
PP-4	By the end of the fourth quarter,	Choose One	

PERCEPTIONS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
PE-1	#REF!	Choose One	
PE-2	By the end of the fourth quarter, the campus will re-administer the Family-School Relationships Survey to assess progress and compare results with baseline data	Choose One	
PE-3	By the end of the fourth quarter, there will be an increase of 10% of students obtaining industry-based certifications	Choose One	
PE-4	By the end of the fourth quarter,	Choose One	

3.1 - Annual Summative Assessment
The CAC will use artifacts and data to evaluate all Performance Objectives.

Annual Summative Review

DEMOGRAPHICS

GPS	Performance Objective	Rating	Findings / Next Steps
DE-1	By the end of the 2024-2025 school year, the campus will reduce the rate of chronic absenteeism by 10% as measured by the number of students with more than 10 unexcused absences, and increase the overall student attendance rate by 5% compared to the previous year's data.	Choose One	
DE-2	By the end of the 2024-2025 school year, the campus will increase the average student attendance rate by 10% compared to the previous year.	Choose One	
DE-3	By the end of the year, the campus will increase the retention of teachers with 6-10 years of experience by 5%, thereby reducing turnover and ensuring a more balanced distribution of teacher experience levels	Choose One	
DE-4	By the end of the year,	Choose One	

STUDENT LEARNING

GPS	Performance Objective	Rating	Findings / Next Steps
SL-1	By the end of the 2024-2025 school year, increase our TELPAS score from five to eight out of 10 possible points, ensuring that a greater proportion of EB students are making progress in their English language proficiency.	Choose One	
SL-2	By the end of the year, there will be a 3% increase in students at the Meets or Masters on 2025 ELA and Algebra I EOC.	Choose One	
SL-3	By the end of the year, there will be a 3% increase in students at the Meets or Masters on 2025 Biology & US History EOC.	Choose One	
SL-4	By the end of the year, there will be a 3% increase in African American students who achieve Meets or Masters on 2025 Algebra I & English I EOC	Choose One	

PROCESSES & PROGRAMS

GPS	Performance Objective	Rating	Findings / Next Steps
PP-1	By the end of the year, the campus will increase the percentage of students who report access to differentiated learning experiences by 50%.	Choose One	
PP-2	By the end of the year, there will be a 20% decrease in student referrals entered in Frontline.	Choose One	
PP-3	By the end of the year,	Choose One	
PP-4	By the end of the year,	Choose One	

PERCEPTIONS

GPS	Performance Objective	Rating	Findings / Next Steps
PE-1	By the end of the year, increase attendance at parent meetings and trainings by 10% as indicated by sign-in sheets and parent surveys.	Choose One	
PE-2	By the end of the year, the campus will reduce the percentage of families reporting that their child feels unsafe at school from 68% to 25% or lower, as measured by the Family-School Relationships Survey.	Choose One	
PE-3	By the end of the year, the campus will increase the number of students obtaining industry-based certifications in CTE programs by 10%	Choose One	
PE-4	By the end of the year,	Choose One	

Assurances and Approval Information

Principal Supervisor Assurance

As Principal Supervisor for this campus, I will provide or facilitate the necessary district-level support mechanisms to support the principal in successfully implementing this Campus Improvement Plan. I also understand I am responsible for ensuring the principal carries out the plan elements as required by ESSA Title I and State Compensatory Education (SCE) guidelines.

Campus Principal Assurance

As principal for this campus, I will coordinate with my Principal Supervisor to use district-provided services and support mechanisms to successfully implement the Campus Improvement Plan. I understand I am responsible for fulfilling all ESSA Title I and State Compensatory Education (SCE) requirements. I agree to carry out the plan elements as indicated herein.

Campus Name	Campus Number
Sam Houston	15907- 006

Superintendent	Assistant Superintendent
Dr. Jaime Aquino	Dr. Sharene Dixon

Principal	SAISD Board Approval Date
Dr. NaKeshia Bibbs	

Date #1 Presented to Stakeholders	Date #2 Presented to Stakeholders

Committee Members Listed below are the members who were part of developing the Campus Improvement Plan			
Name	**Role**	**Name**	**Role**
David Ortiz	School Leader		
Maria Mengrone	School Leader		
Christina Edwards	Paraprofessional		
D'andrea Harkless	Paraprofessional		
Sonia Ferguson	Specialized Instructional Support		
Glen Bain	Teacher		
Diana Godines	Teacher		
Christopher Reese	Teacher		
Bruce Adams	Teacher		
Veronic Pindell	Non-Teaching Professional		
Sharene Dixon	District Representative		
Oscar Vicks	Business Representative		
Siliva Scott	Parent		
Carolina Ford	Parent		
Debbie Franklin	Community Member		
NaKeshia Bibbs	Principal		
Jason Orosco	Community Member		
Cherokee Perry	Student		
Demitri Smith	Student		

Committee Members

Data Tables

District Purchases

Whenever a district-level department makes purchases for your campus using ESSER or State Comp Ed funds, those purchases must be "pushed in" into your Improvement Plan. The campus is not responsible for monitoring or evaluating this page's strategies and performance objectives.

Title I Campus Program Requirements

Federally Required Strategies - Do we have strategies that address:	**Equitable Availability of the Campus Improvement Plan to Parents**	
☑ At-Risk Support	Physical Locations of the Plan	Front Office and Campus Website
☑ CCMR - Secondary	Languages Available	English - other languages available upon request
☑ Dropout Prevention (Secondary)	URL to Online Version	Houston_2024_2025_CIP.xlsx
☑ Federally Funded Staff	**Equitable Availability of Parent-Family Engagement Policy to Parents**	
☑ MTSS – Behavioral Interventions	Physical Locations of the Policy	Front Office and Campus Website
☑ Parent & Family Engagement	Languages Available	English- other languages available upon request
☐ Physical Activity	URL to Online Version	Sam Houston Family Engagement Policy 24-25.pdfg
☑ Professional Development	**Equitable Availability of the School-Parent Compact to Parents**	
☑ Quality of Learning Environment	Physical Locations of the Compact	Front Office and Campus Website
☑ Recruiting/Retaining Teachers	Languages Available	English- other languages available upon request
☑ Social and Emotional Support	URL to Online Version	School Parent Compact 2024-2025 SPA.pdf School Parent Compact 2024-2025 ENG.pdf
☑ Student Attendance	**How and When was the PFE Policy & School-Parent Compact Distributed**	

Method	Date	Method	Date
Front Office and Campus Website	Ongoing		
Distributed August 28th to students and families - Meet the Teacher	8/28/2024		
Shared during parent teacher conferences	Ongoing		

Federally Required Strategies (left column continued):
- ☑ Students Not On Grade Level
- ☑ Support for Special Populations
- ☐ Transition PK to K
- ☑ Violence Prevention/Intervention

Title I Compliance Documentation and Submissions

Documentation and Submissions

Comprehensive Needs Assessment, Campus Improvement Plan, and Quarterly Checks (ESSA Title I SWE 1.1, 2.1, 2.2, 2.3, and 3.1)

Action	Documentation	CIP Location / Upload Location	Done
Comprehensive Needs Assessment	Description of the CNA process, data sources used, and outcomes from the Summative Evaluation	CIP - CNA Process	
	Dated agenda with title (CNA Review) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Campus Improvement Plan	Dated agenda with title (CIP Edit/Revise) and record of discussion/decisions (Minutes) for each meeting		
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
	The CIP is in an accessible location on your campus, list of available languages, and posted on your website	CIP - Quality Checklist	
	Signature page of all campus staff agreeing to the implementation of the Campus Improvement Plan	Google Shared Folder	
Quarterly Reviews	Dated agenda with title (CIP Quarterly Review # ___) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Summative Review	Artifacts and data used to determine the level of implementation for each performance objective and strategy, level of impact per performance objective and its implications, and per strategy, what is moving forward, what is being enhanced, and what will be discontinued.	CIP - Summative Review	
	Dated agenda with title (CIP Summative Review) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		

Parent-Family Engagement Policy and Opportunities (ESSA Title I SWE 4.1 and 4.2)

Action	Documentation	CIP Location / Upload Location	Done
PFE Policy	A copy of the PFE Policy in English and Spanish, the title on PFE Policy states "[Campus Name] Parent and Family Engagement Policy" with current school year, the revision date (MM/DD/YYYY), and has the principal's initials or signature	Google Shared Folder	
PFE Policy Review & Revise Meeting	Dated invitation(s)/notice(s) of meeting(s)	Google Shared Folder	
	Dated agenda and minutes from the meeting documenting discussion and decisions		
	All required stakeholder groups are represented that is reflected on a dated sign-in sheet that includes printed names, roles, and signatures		

Parent-Family Engagement Policy and Opportunities (ESSA Title I SWE 4.1 and 4.2)

Documentation	Description	CIP Location / Upload Location	Done
PFE Distribution	Answered how and when was your PFE Policy distributed	CIP - Quality Checklist	
PFE Availability	PFE Policy is in an accessible location on your campus, list of available languages, and posted on your website		
PFE Meetings	Upload at least 4 invitations/notices representing family engagement meetings and trainings on different days and times	Google Shared Folder	

School-Parent-Compact (ESSA Sec. 1116(d)

Action	Documentation	CIP Location / Upload Location	Done
School-Parent Compact	A copy of the Compact in English and Spanish, the title on PFE Policy states "[Campus Name] Parent and Family Engagement Policy" with current school year, the revision date (MM/DD/YYYY), has the principal's initials or signature, and a scanned, signed copy of the School-Parent Compact Certification	Google Shared Folder	
	PFE Policy is in an accessible location on your campus, list of available languages, and posted on your website	CIP - Quality Checklist	
School-Parent Compact Review & Revise Meeting	Dated invitation(s)/notice(s) of meeting(s)	Google Shared Folder	
	Dated agenda and minutes from the meeting documenting discussion and decisions		
	All required stakeholder groups are represented that is reflected on a dated sign-in sheet that includes printed names, roles, and signatures		

Annual Title I Meeting (ESSA Sec. 1116(D)(c)(1) / Value and Utility of Parents (ESSA Sec. 1116(e)(3))

Action	Documentation		
Title I Meetings	Dated invitations/notices of a minimum of 2 meetings		
	Presentation/Slide Deck and agendas for both meetings		
	CIP was presented to parents & families during Title I meeting presentation as noted on agenda		

		Campus Parents Right to Know information was included in Title I meeting presentation/slide deck	Google Shared Folder	
		Dated sign-in sheets that include printed names,roles, and signatures for <u>both</u> meetings		
	Staff Training: Value & Utility of Parents	**Presentation/Slide Deck and agenda**		
		All required stakeholder groups are represented and reflected on a dated sign-in sheet that includes printed names, roles, and signatures		